



## **Little Firs Day Nursery Curriculum Statement**



At Little Firs we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to achieve their full potential. We achieve this by providing a positive stimulating and secure play environment enabling children to develop in all areas of learning whilst supporting emotional security and promoting equality, diversity and British Values.

We follow the Statutory Framework Early Years Foundation Stage (EYFS) 2021 and use the Development Matters Guidance 2021 to ensure all children learn and develop to their full potential. We support and enhance the children's learning and development through active play-based activities which are interesting stimulating and challenging, that meet all the needs of the children. Practitioners extend the children's play by following their interests, what the children can do, know, understand and their individual needs to develop their learning and development.

Little Firs ensures that our curriculum is well planned and resourced so that it covers the seven areas of learning. Our planning is based on a secure knowledge and understanding of child's development, what our children can already do, know and understand whilst following their interests and their needs to enhance their learning and development. We use research-based initiatives to expand our curriculum further. These include language-based programmes, Story-making-bringing stories to life, Making Maths Real, Real-weekly nursery rhymes, and stories, Read, Write Inc - a phonics programme and funky fingers-developing fine motor skills to support pencil control. We support emotional security and behaviour with the Incredible Beginnings programme which supports the children's personal and emotional well-being and supports positive behaviour.

We evaluate and review our curriculum, so we can respond quickly to children's learning and developmental needs. We provide activities based on observations which inform future planning which draws on the children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Furthermore, we evaluate the impact that our curriculum has on the progress children make in their learning including:

- Baseline assessment including parental contributions
- WellComm-a screening tool to support and assess the children's language
- Two-year-old progress checks (where applicable)
- Termly Summary of what the child has learnt that term, including what they know, can do and understand and what their next learning needs are, including their parent's comments.
- Transition assessment when children leave.

The child's keyperson creates an online e-learning journal which demonstrates each child's individual learning and development, showing their abilities, progress, interests and the areas needing further staff, parental support or professional assistance.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy.